

CHAPTER I

INTRODUCTION

A. Background of the Study

English is an international language and it is very important for the students to study it. In Indonesia, English as a foreign language is taught from elementary school up to university. It is aimed at developing the students' ability to absorb and disseminate important information through reading, writing, speaking and listening.

In teaching – learning process, teacher should use the suitable approach for their students. Communicative language teaching (CLT) is best considered an approach. CLT is an approach that is to make communicative competence and develop procedures for teaching language skills such as: reading, speaking, listening and writing, also language aspects: vocabulary, pronunciation and grammar. (Chomsky in Fauziati, 2002: 96).

In CLT, teaching language is not only teaching the rules of grammar but also giving opportunity to the students to communicate by using language that they are learning. The specific instructional objective of teaching English is to develop the student's communicative competence in skill. So to achieve this objective, English teachers are expected to use CLT in their teaching-learning process. (Hymes in Fauziati, 2002: 96-97).

In teaching English, the teacher has to be able to make the material interesting for the students and he has to know all kinds of methods in order to be able to use them when situation demands. It is said that during the elementary school, the children are very active and mobile in the learning process. Also they want to enjoy and have fun in the

teaching learning process. So, the explanation should be simple as possible, in order that the students can understand the material easily.

English is one of the lessons in elementary school, and the students have learned English since first year. There, the students have learned simple vocabulary of noun and adjective. In the fifth year, they have to learn simple sentence including the language skill such as: reading, writing, speaking, and listening, also the language aspects: pronunciation, vocabulary and grammar. By studying English, the students are expected to develop their ability in language skills and in language aspects (the decree of the Ministry Education and Culture).

This research uses Classroom Action Research at elementary school. The school that the researcher will teach in *SDN Peleman II Gemolong Sragen* because the school has a good quality and one of the good elementary schools in *Gemolong*. The teacher has many experiences. The school is completed with facilities that support the teaching learning process, for instance: computer and library completed with many books to increase the students' knowledge.

The researcher chooses *SDN Peleman II Gemolong Sragen* because this school has good quality and the teachers have creative ways to encourage the students' motivation which can guide them into the successful teaching English. Here, the goal of English teaching learning using CLT to fifth year students of *SDN Peleman II Gemolong Sragen* is the development of communicative ability in English, which involves four skills; they are reading, speaking, listening, and writing, and also three aspects of language, namely: vocabulary, pronunciation and grammar.

Based on the explanation above, the writer is interested in conducting research entitle **The Implementation Of Communicative Language Teaching In Teaching English To The Fifth Year Students Of *SDN Peleman II Gemolong Sragen* In 2010/2011 Academic Year.**

B. Problem Statement

In this research, the writer formulates the problem as follow:

1. How is the implementation of Communicative Language Teaching (CLT)?
2. What are the effectiveness and the ineffectiveness using CLT in teaching learning process?

C. Objectives of the Study

In carrying out this research, the writer formulates the objectives of the study as follows:

1. to describe the implementation of CLT.
2. to describe the effectiveness and the ineffectiveness using CLT in teaching learning process.

D. Limitation of the Study

For this research, the writer conducted the research in the fifth year of *SDN Peleman II Gemolong Sragen*.

E. Benefit of the Study

The writer hopes that this research gives the benefits in teaching learning English.

1. Theoretical benefit
 - a. The result of the research can be used as an input to English teaching learning process.
 - b. The result of the research can be used as a reference for readers to conduct a research in teaching learning process of English.
2. Practical Benefit
 - a. For writer, she can get the large knowledge about CLT applied and used in teaching English.
 - b. The reader gets much knowledge of teaching English using CLT.
 - c. The teacher gets knowledge of applying CLT in teaching English.

F. Research Paper Organization

This research paper is divided into five chapters. Chapter I is introduction consisting of background of the study, previous study, problem statements, objectives of the study, limitation of the study, benefit of the study and research paper organization.

Chapter II is underlying theory. It presents the notion of CLT, components of CLT, characteristics of children, and teaching procedure in CLT.

Chapter III is research method of details with type of research, object of research, data and data source, method of collecting data and method of analyzing data.

Chapter IV is research findings and discussion. The research result elaborates the implementation of communicative Language Teaching in *SDN Peleman II Gemolong Sragen* and the effectiveness and ineffectiveness using CLT in teaching learning process.

Chapter V is conclusion and suggestion and the last part will be bibliography and appendix.